



PSHE

Rationale

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

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1. Curriculum Vision

Personal, Social, Health, and Economic (PSHE) education is fundamental to the way children grow as individuals and therefore is an important part of our curriculum at St Thomas CE Primary School. Over the course of their Primary Education, we aim to support pupils to explore and discuss a variety of PSHE topics in order to understand themselves better and the lives and cultures of the world around them. Teachers use the **Jigsaw Scheme** that ensures children are taught about personal and social similarities and differences, in a way that is sensitive and age-appropriate.

2. National Curriculum

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education has been compulsory in all schools since 2020.

National Curriculum Aims for PSHE

PSHE enables pupils to develop skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking in the context of health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

National Curriculum Purpose for PSHE

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils.

How are British Values taught from PSHE?

British Values; democracy, rule of law, respect, individual liberty and tolerance will all be included within the PSHE lessons and assemblies. The British values and knowledge from PSHE will regularly be referred to within all aspects of the school day.

Which links to careers can be made within the PSHE curriculum?

Health and Social Care

Social worker, Residential carer, Family liaison officer, Health worker, Nurse, Doctor

Education

Teacher, Teaching Assistant, Learning mentor

Environment

Environmental officer, Gardener

PSHE skills and qualities are required in **ALL** careers.

3. Intent

Units of learning covered include 'Being Me in My World', 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me. These units of learning also cover how we can be good members of our local community and become global citizens. These units look different within the curriculum for different age groups, but we aim to develop and build upon children's knowledge and understanding from EYFS to Year Six. PSHE helps our children to consider what is important to them, now and in the future. It provides them with a platform to voice their own opinions and to learn to listen and respect the opinions of others. Throughout the programme of study, pupils learn essential communication skills; debating, reasoning, weighing an argument, collaborating with and motivating others. PSHE enables pupils to grow in confidence whilst embedding our school values. We aim to do this in partnership with parents, the Church and the local community. At St Thomas CE Academy, we also encourage children to think about personal and social values – by showing 'God's Love In Action', they develop their capacity to be active and effective.

4. Implementation

The knowledge is unique to the subject but prolific in providing children with the knowledge of living in our society today. Children gain knowledge throughout the units of learning and these give the children transferable skills to live and grow as an individual with their own beliefs and values. Our PSHE curriculum is divided into 6 topics which are taught at the same time in every year group through the academic year. Each topic focuses on an essential aspect of personal, health, social or cultural education. These topics are:

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me.

The Jigsaw lesson helps to teach children how to feel calm and think about things more mindfully and this is reflected in the structure of PSHE lessons as follows:

- Calm Me
- Open my Mind
- Tell Me or Show Me
- Let Me Learn
- Help Me Reflect

Why is it taught in the order that it is?

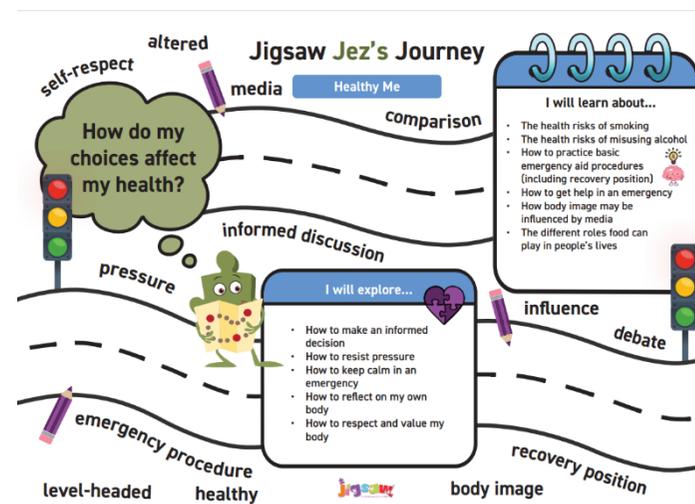
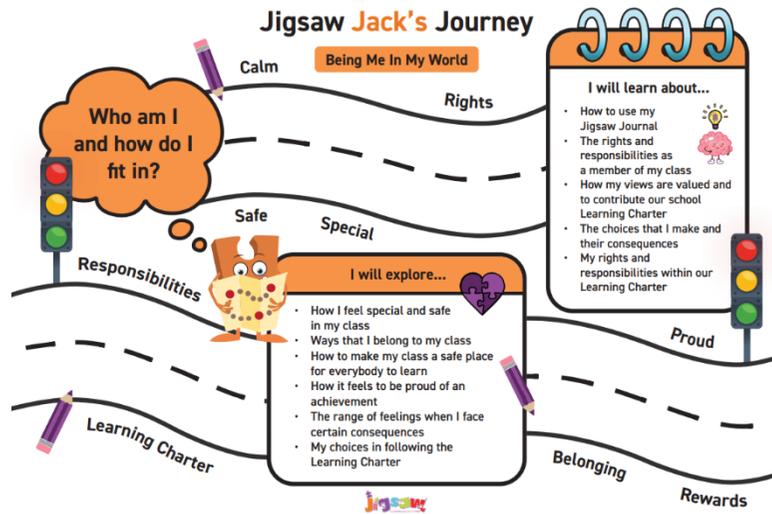
PSHE lessons are taught weekly through our Jigsaw scheme. They are age appropriate and tailored to the needs of our children. Children will be taught how to live independent lives and will learn the skills needed to understand how they are developing socially and personally. These topics will look different within the curriculum for different age groups and aim to develop and build upon children's knowledge and understanding from EYFS to Year six.

Some examples of what students are taught during PSHE classes are

- Standing up for your rights
- Health and lifestyle
- Making friends
- Sex and relationship education (Year 5/6)
- Drug Education

Feature	Function
Connect Us	This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.
Calm Me	This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It may well take a number of sessions before children can do this successfully, as many children live in continually noisy and hectic environments. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw.
Open my Mind	The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each lesson. If we do this well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.
Tell Me or Show Me	This section of the lesson is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.
Let Me Learn	Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.
Help Me Reflect	Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points  thus developing their mindfulness.

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information, and concepts which all pupils are expected to understand and retain. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge organiser supplies answers to questions that eventually link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers are referenced throughout each module.



5. Impact and assessment

PHSE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers. It helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils

to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. PSHE education is a vital part of their preparation for life.

Assessment tools

Assessment for learning strategies: Think-pair-share, AFL corners, cold calling, show-me boards, and probing questions.

Do Now questions are used to show independence of the children. These questions focus on knowledge the children should already now and be able to independently apply

Hinge-point questioning is used by teachers to assess 'hinge knowledge' which is essential for tackling misconceptions.

Exit Tickets link directly to each lesson learning objects assessing everyone's individual understanding every lesson and allowing for any misconceptions to be addressed in the next lesson.

6. Staff CPD

All teaching staff receive 1:1 instructional coaching, delivered by a trained coach from the senior leadership team. These fortnightly meetings follow a programme based around cognitive load theory and quality first teaching. Staff questionnaires and audits are completed at two points in a year, to signpost subject knowledge support. Subject leaders have a 1:1 session, each half term, with senior leaders, to develop action plans and support for their curriculum area. Teachers also receive 1:1 coaching with either the subject lead or our lead practitioner in planning and delivering a PSHE unit.

Teachers are provided with:

- Completed knowledge organisers
- Detailed medium term planning
- Access to resources and planning from Jigsaw PSHE